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ABSTRACT

Institutional image and desired goals for the University of Bridgeport, Connecticut, were assessed using the Institutional Goals Inventory (IGI) of the Educational Testing Service. All faculty and administrators of the private college were administered the IGI, and their responses were compared to those of the faculty four years previously. Interviews with all major campus constituencies and observations of the psychological climate also were undertaken. Even though the faculty had not been informed of the results of the first testing before the second testing, there was very little change in the goal priorities between the two testings. The outcome goal that received the highest rating and that also demonstrated the greatest discrepancy between what was operating and what respondents thought should be functioning was "intellectual orientation." The lowest ranking and smallest discrepancy occurred on "traditional religiousness." The process goal of "sense of community" showed the highest ranking and the greatest discrepancy, while "off-campus learning" showed the lowest ranking and the smallest discrepancy. Agreement between faculty and administrators indicated shared goals. Additionally, there were few differences of opinion among representatives of different disciplines, and interview and observation results indicated convergence of opinion. However, on the campus there was open conflict rather than expected commitment to planned change and a willingness to work together. Acceptance of change occurred only after changes were implemented in line with the goals identified in the inventory. (SW)

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GOAL-ASSESSMENT
for
ADMINISTRATIVE DECISION-MAKING

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ABSTRACT

Goal-Assessment
for
Administrative Decision-Making

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The results of interviews, expert observations of campus climate, and two testings with the Institutional Goals Inventory (IGI), four years apart, indicated very little change in goal priorities and a high level of consensus. There was also uncommon agreement between faculty and administration and few changes among the disciplines. Expected commitment to planned change and a willingness to work together were not actualized; instead, open conflict resulted. Acceptance of change occurred only after changes were implemented in line with the goals identified in the Inventory.

Goal-Assessment for Administrative Decision-Making

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Introduction

In higher education it is necessary to acquire periodic assessment of present institutional image and desirable goals, which together would provide direction for future action. Such activity is essential in a process of long-range planning. The results of this type of measurement could be considered for master planning in the following ways as:

1. Fundamental to the formulation of institutional policy and aspirations.
2. A framework for reaching decisions, solving problems, allocating resources, and specifying actions in chosen directions.
3. Useful in goal-setting and in deciding among the tools and methods for reaching the goals.
4. A provision for institutional evaluation.
5. Essential for noting accountability in terms of measuring any discrepancy between the actual product and the promise of results.

The problem in assessing institutional image and desirable goals is the appropriateness and validity of the tools. Very few instruments exist which enhance generalizability of the responses. The most reasonable approach is a composite design which interacts a variety of methods.

Procedures

The Institutional Goals Inventory (IGI) of the Educational Testing Service was used in two testings of campus climate, four years apart. The IGI instrument was originally conceived in

1968 to define campus goals and to articulate the differences in perceptions between "what is" and "what should be," as well as to compare the responses of various campus constituencies.

All the faculty and administration of a New England private college (N =220) were administered the IGI. Their responses were compared to those of the faculty four years previously for determining goal-consensus without the Delphi Technique being an intentional component of the design. Interviews were conducted of all major constituencies on campus before the second IGI testing. In addition, observations of the psychological climate by experts were noted and analyzed.

Results (Figures A, B, C, D)

Even though the two testings were four years apart and the faculty had never been given the results of the first testing until after the IGI was administered the second time, there was very little change in the goal priorities between the two testings. In other words, the Delphi Technique, which measures how much movement toward goal-consensus has been achieved once the subjects know the results of a previous test-administration, was not an intentional component of the design. Yet, convergence on the same goals was operational.

In the first testing, the output goal which received the highest rating from the responses, and which also demonstrated the greatest discrepancy between what was operating and what should be functioning, was "Intellectual Orientation." The

lowest ranking and smallest discrepancy occurred on "Traditional Religiousness." A similar situation was found with the process goal of "Sense of Community," showing both the highest ranking and the greatest discrepancy, with "Off-Campus Learning" indicating the lowest ranking and the smallest discrepancy. The second testing demonstrated the same results.

Not only was there similarity between the two test-administrations but also uncommon agreement between faculty and administration. The implication is that, when these two often disparate groups demonstrate shared goals, the commitment to planned change is enhanced and the willingness to work together is increased. Where there was disagreement, though slight, it appeared in the degree of present perceptions as opposed to what ought to be. Such process disagreement can be expected from a diminished sense of community.

Besides those of time and major campus constituencies, changes and differences were looked for among the disciplines. Again, there were few of either, suggesting further evidence for a solid foundation of agreement as to the institution's current description and the directions for its change.

Convergence of opinion appeared also with the interview responses and the expert observations. In other words, agreement on what is and what should be was consistently found. The surprise came in the two-year follow-up. The expectations emanating from uncommon agreement on goals--i.e., commitment

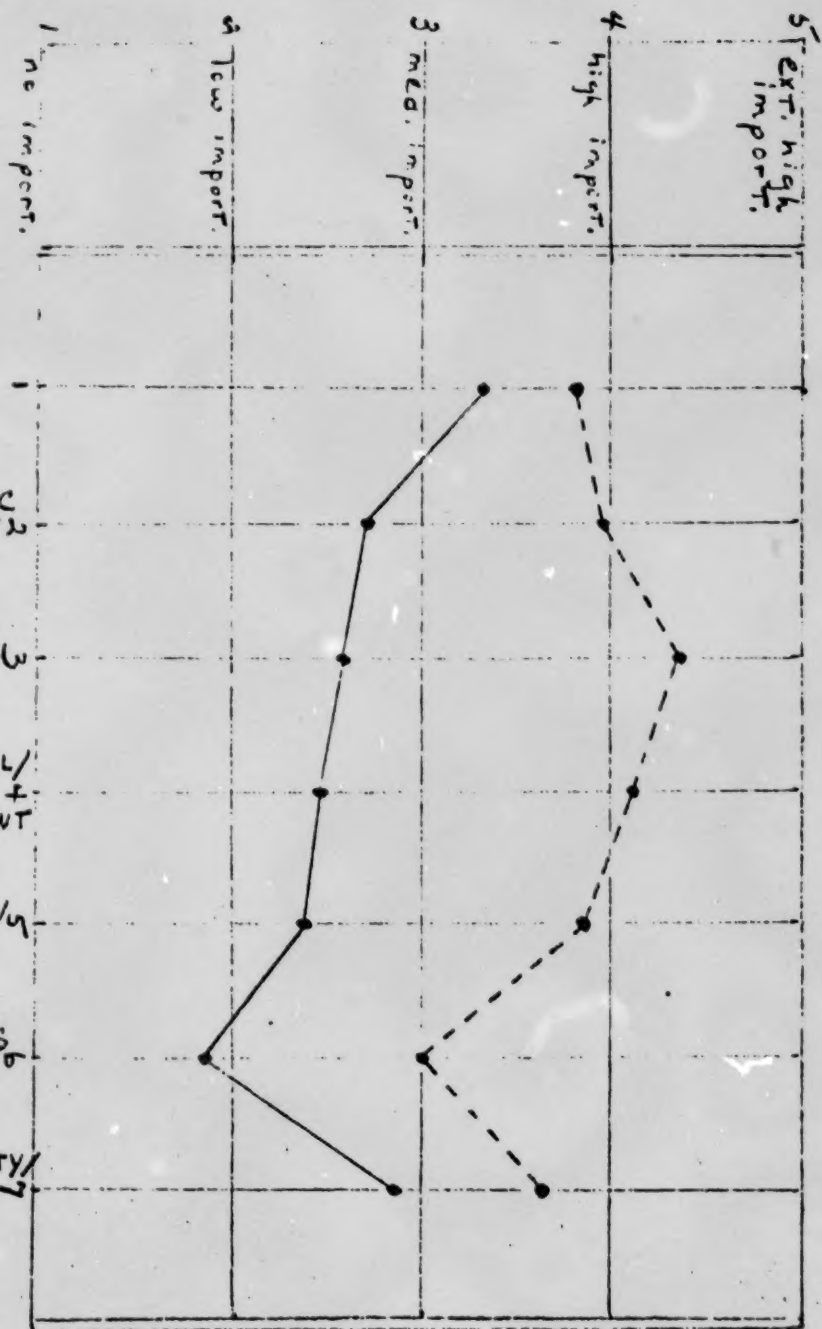
to planned change, willingness to work together, compromise on means to attain common goals--were not actualized. Instead, there resulted a campus at war.

Implications

Slower growth in the demand for university services has created new pressures on campus leaders. A changing environment suggests a more responsive university which is willing to assess its present image, estimate its intended objectives, and engage in long-term strategic planning for a design of action in order to reach the shared goals. Yet, even when all the components which are necessary for systematic change of the campus environment are present, much more needs to be done to accomplish an altered university when the cast of characters remains essentially the same. The faculty may speak in glowing terms of the need for change; when the hour for change is at hand, the need for change is substituted with the need for the status quo.

IGI RESULTS

Figure A--First Testing
GROUP MEANS



KEY:

— IS
- - - SHOULD BE

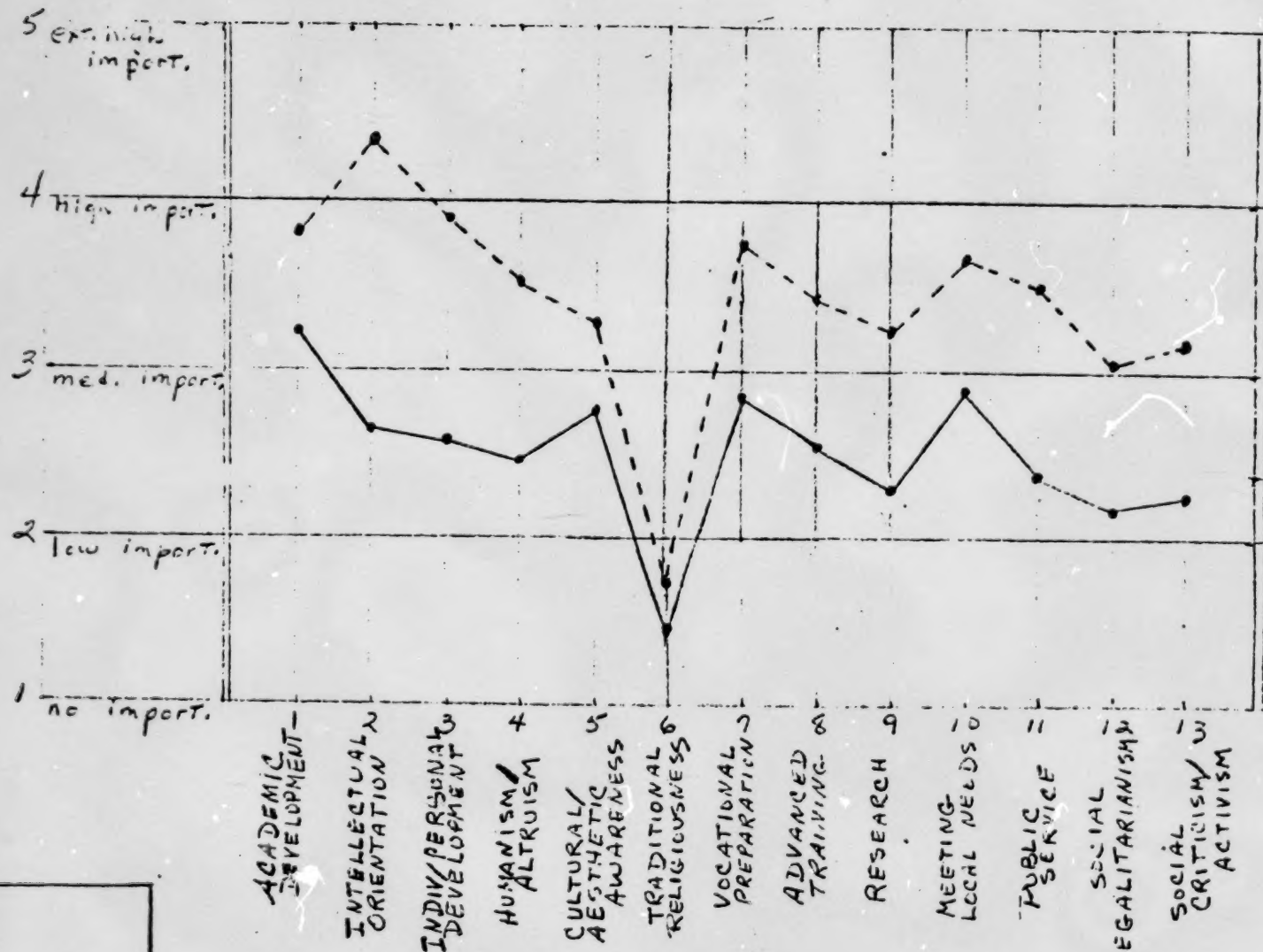
PROCESS GOALS

GOALS

Figure B--First Testing

GROUP MEANS

IGI
RESULTS



KEY:

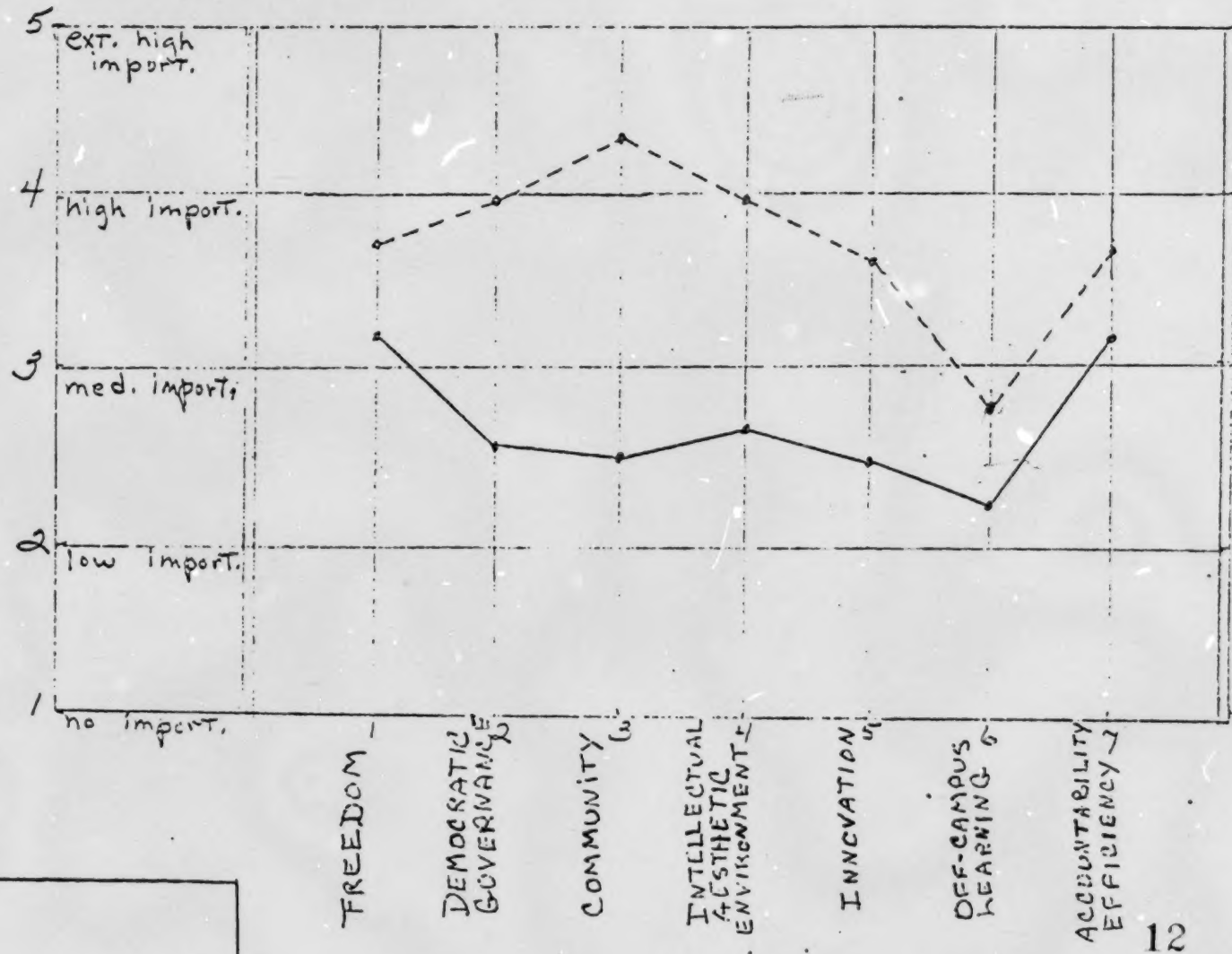
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OUTPUT GOALS

Figure C--Second Testing

IGI

TOTAL GROUP MEANS



12

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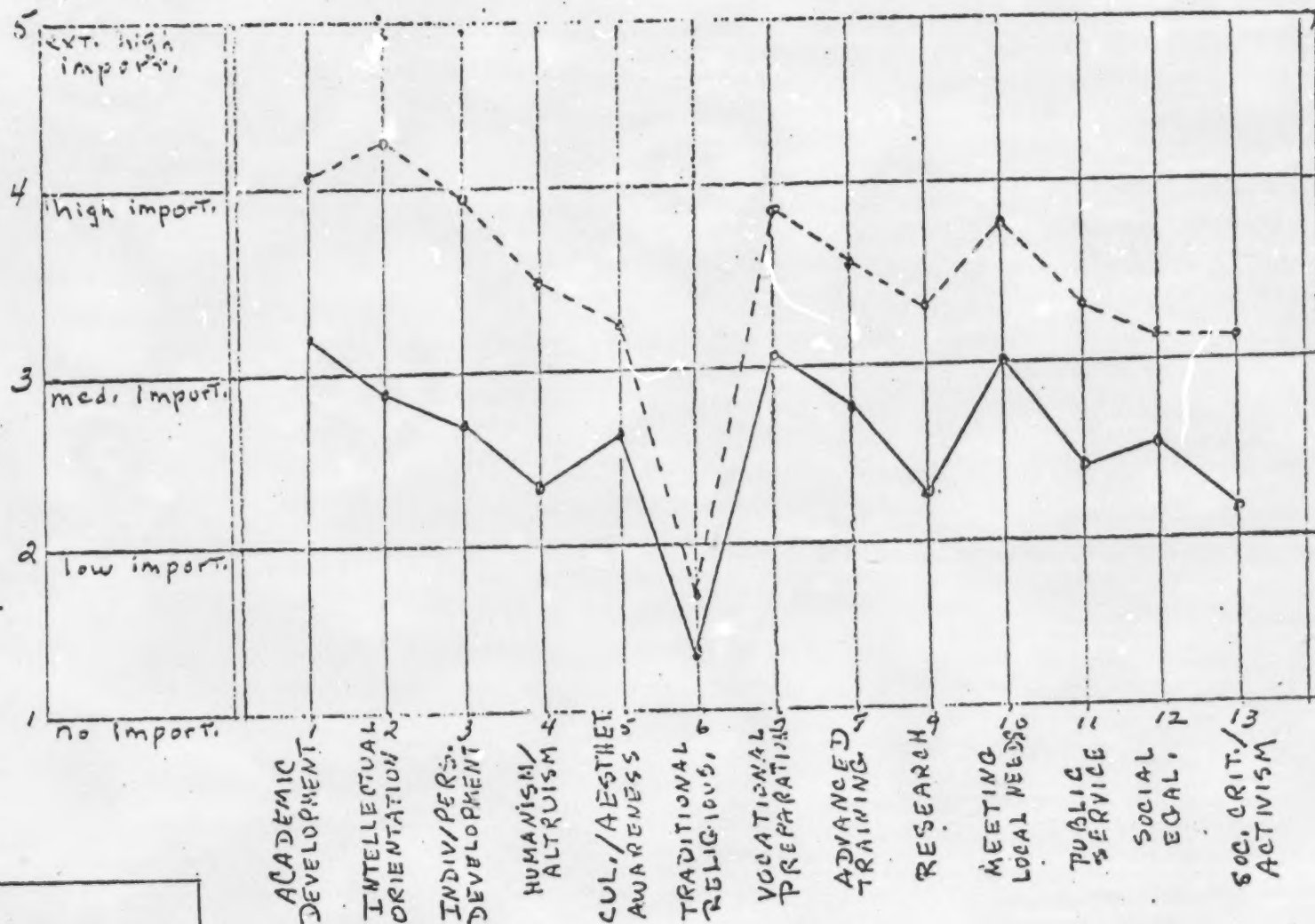
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PROCESS GOALS

IGI

Figure D:-Second Testing

TOTAL GROUP MEANS



KEY:

— is
 13
 --- should be

OUTPUT GOALS